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Abstract: The article illustrates some theories and ideas about teaching in an interrogative way that is Communicative language teaching as it is becoming widespread all over the world. Moreover it shows some techniques that can be used in the interactive lessons.

Key words: CLT (Communicative language teaching), role play, interview, group work, CLT techniques

Communicative language teaching (CLT) or the communicative approach is an approach to language teaching which emphasizes interaction as both the means and the ultimate goal of study. Language learners in environments utilizing CLT (Communicative language teaching) techniques, learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class. Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar, in order to promote language skills in all types of situations. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment, and to focus on the learning experience in addition to the learning of the target language. According to Communicative Language Teaching, the goal of language education is the ability to communicate in the target language. This is in contrast to previous views in which grammatical competence was commonly given top priority. Communicative Language Teaching also focuses on the teacher being a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach the target language, but rather works on developing sound oral or verbal skills prior to reading and writing.

Communicative Language Teaching is an approach that aims to:

(a) make competence the goal of language teaching

(b) develop procedures for teaching of the four language skills that acknowledge the interdependence of language and communication"¹. CLT views language as a functional system. It holds that language is a vehicle for the expression of functional meaning. The primary function of language is for interaction and communication.

The notion of communicative competence was developed within the discipline of linguistics (or more accurately, the sub-discipline of sociolinguistics) and appealed to many within the language teaching profession, who argued that communicative competence, and not simply grammatical competence, should be the goal of language teaching. The next question to be solved was, what would a syllabus that reflected the notion of communicative competence look like and what implications would it have for language teaching methodology? The result was communicative language teaching. Communicative language teaching created a great deal of enthusiasm and excitement when it first appeared as a new approach to language teaching in the 1970s and 1980s, and language teachers and teaching institutions all around the world soon began to rethink their teaching, syllabuses, and classroom materials.

In planning language courses within a communicative approach, grammar was no longer the starting point. New approaches to language teaching were needed. Rather than simply specifying the grammar and vocabulary learners needed to master, it was argued that a syllabus should identify the following aspects of language use in order to be able to develop the learner's communicative competence:

1. As detailed a consideration as possible of the purposes for which the learner wishes to acquire the target language; for example, using English for business purposes, in the hotel industry, or for travel;

¹ Communicative Teaching. Richards & Rodgers, 1986. Cambridge University press

2. Some idea of the setting in which they will want to use the target language; for example, in an office, on an airplane, or in a store;
3. The socially defined role the learners will assume in the target language, as well as the role of their interlocutors; for example, as a traveler, as a salesperson talking to clients, or as a student in a school;
4. The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting;
5. The language functions involved in those events, or what the learner will be able to do with or through the language; for example, making introductions, giving explanations, or describing plans;
6. The notions or concepts involved, or what the learner will need to be able to talk about; for example, leisure, finance, history, religion
7. The skills involved in the “knitting together” of discourse: discourse and rhetorical skills; for example, storytelling, giving an effective business presentation
8. The variety or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach
9. The grammatical content that will be needed
10. The lexical content, or vocabulary, that will be needed

CLT teachers choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target language (TL). Oral activities are popular among CLT teachers, as opposed to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary based on the level of language class they are being used in. They promote collaboration, fluency, and comfort in the TL. The six activities listed and explained below are commonly used in CLT classrooms.

Role plays. Role-play is an oral activity usually done in pairs, whose main goal is to develop students' communicative abilities in a certain setting. For example: The instructor sets the scene: where is the conversation taking place? (E.g., in a cafe, in a park, etc.) The instructor defines the goal of the students' conversation. (E.g., the speaker is asking for directions, the speaker is ordering coffee, the speaker is talking about a movie they recently saw, etc.) The students converse in pairs for a designated amount of time.

Interview. An interview is an oral activity done in pairs, whose main goal is to develop students' interpersonal skills in the CLT. For example: 1. The instructor gives each student the same set of questions to ask a partner. 2. Students take turns asking and answering the questions in pairs. This activity, since it is highly structured, allows for the instructor to more closely monitor students' responses. This is an activity that should be used primarily in the lower levels of language classes, because it will be most beneficial to lower-level speakers. Higher-level speakers should be having unpredictable conversations in the TL, where neither the questions nor the answers are scripted or expected. If this activity were used with higher-level speakers it wouldn't have many benefits.

Group work. Group work is a collaborative activity whose purpose is to foster communication in the TL, in a larger group setting. Examples:

1. Students are assigned a group of no more than six people.
2. Students are assigned a specific role within the group. (E.g., member A, member B, etc.)
3. The instructor gives each group the same task to complete.
4. Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned.
5. The members of the group discuss the information they have found, with each other and put it all together to complete the task. Students can feel overwhelmed in language classes, but this activity can take away from that feeling. Students are asked to focus on one piece of information only, which increases their comprehension of that information. Better comprehension leads to better communication with the rest of the group, which improves students' communicative abilities in the CLT.

Information gap. Information gap is a collaborative activity, whose purpose is for students to effectively obtain information that was previously unknown to them, in the CLT. Example:

1. The class is paired up. One partner in each pair is Partner A, and the other is Partner B.
2. All the students that are Partner A are given a sheet of paper with a time-table on it. The time-table is filled in half-way, but some of the boxes are empty.
3. All the students that are Partner B are given a sheet of paper with a time-table on it. The boxes that are empty on Partner A's time-table are filled in on Partner B's. There are also empty boxes on Partner B's time-table, but they are filled in on Partner A's.
4. The partners must work together to ask about and supply each other with the information they are both missing, to complete each other's time-tables. Completing information gap activities improves students' abilities to communicate about unknown information in the CLT. These abilities are directly applicable to many real-world conversations, where the goal is to find out some new piece of information, or simply to exchange information.

Moreover, Opinion sharing Scavenger hunt and many others can be mentioned.

Furthermore there are some critiques about Communicative language teaching. Although CLT has been extremely influential in the field of language teaching, it is not universally accepted and has been subject to significant critique. In his critique of CLT, Michael Swan addresses both the theoretical and practical problems with CLT. In his critique, he mentions that CLT is not an altogether cohesive subject, but one in which theoretical understandings (by linguists) and practical understandings (by language teachers) differ greatly. Critique of the theory of CLT includes that it makes broad claims regarding the usefulness of CLT while citing little data, that it uses a large amount of confusing vocabulary, and that it assumes knowledge that is predominately language non-specific (ex. the ability to make educated guesses) is language specific. Swan suggests that these theoretical issues can lead to confusion in the application of CLT techniques.

Where confusion in the application of CLT techniques is readily apparent is in classroom settings. Swan suggests that CLT techniques often suggest prioritizing the "function" of a language (what one can do with the language knowledge one has) over the "structure" of a language (the grammatical systems of the language). This priority can leave learners with serious gaps in their knowledge of the formal aspects of their target language. Swan also suggests that, in CLT techniques, whatever languages a student might already know are not valued or employed in instructional techniques.

Further critique of CLT techniques in classroom teaching can be attributed to Elaine Ridge. One of her critiques of CLT is that it implies that there is a generally agreed upon consensus regarding the definition of "communicative competence", which CLT claims to facilitate, when in fact there is not. Because there is not such agreement, students may be seen to be in possession of "communicative competence" without being able to make full, or even adequate, use of the language. That an individual is proficient in a language does not necessarily entail that they can make full use of that language, which can limit an individual's potential with that language, especially if that language is an endangered language. This critique is largely to do with the fact that CLT is often highly praised and is popular, when it may not necessarily be the best method of language teaching.

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| 420 | ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 11 Issue: 12 in December-2022 https://www.gejournal.net/index.php/IJSSIR |
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